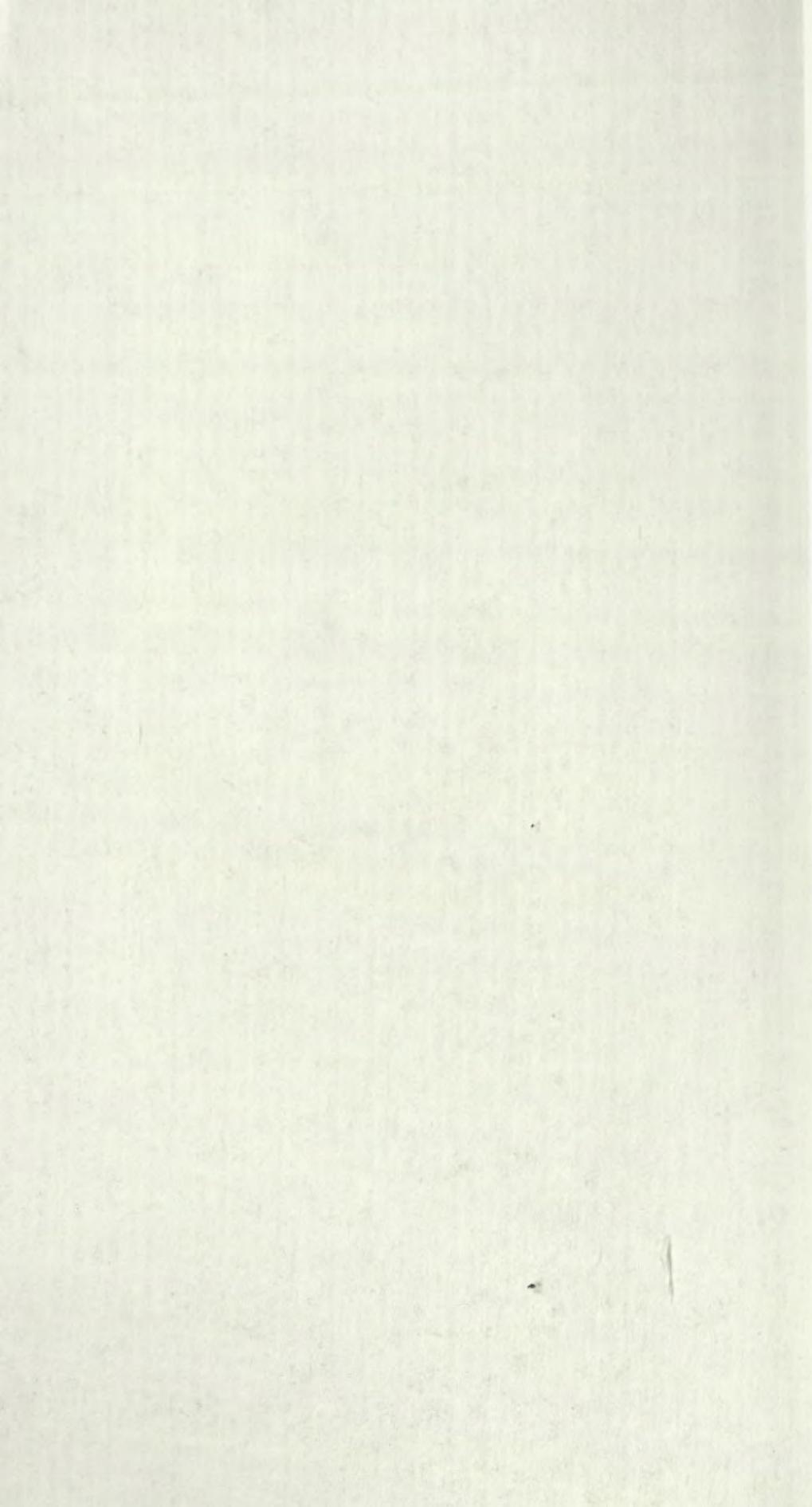


GardnerWebb

UNIVERSITY



GRADUATE
CATALOG
1994-1996



GARDNER-WEBB UNIVERSITY

GRADUATE CATALOG

1994-1996

Boiling Springs, North Carolina 28017
Telephone 704-434-4723 or
1-800-253-6473
FAX (704) 434-4329

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Catalog Requirements

The conditions and policies set forth in this catalog have a binding effect upon the University and students for the academic years in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

Gardner-Webb University is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against students on the basis of race, national origin, sex, religion, or handicap.

Calendar

Fall Semester 1994

August 29 (Monday)	Classes Begin
September 2 (Friday)	Last Day for Late Registration
October 24-25 (Mon.-Tues.)	Fall Break
November 24-25 (Thur.-Fri.)	Thanksgiving Holidays
December 9 (Friday)	Last Day of classes
December 12-15 (Mon.-Thurs.)	Final Examinations

Spring Semester 1995

January 16 (Monday)	Classes Begin
January 20 (Friday)	Last Day for Late Registration
March 6-10 (Mon.-Fri.)	Spring Break
April 17 (Monday)	Easter Break
May 3 (Wednesday)	Last Day of classes
May 8-11 (Mon.-Thur.)	Final Examinations
May 14 (Saturday)	Commencement

Summer School 1995

May 24 - June 28	First Term
June 28 - August 3	Second Term
August 5 (Saturday)	Commencement

Proposed Calendar 1995-1996

TBA

Graduate School Academic Calendar



Introduction to Gardner-Webb

Gardner-Webb University is a coeducational, residential, church-related university on a beautiful campus just outside Shelby in Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930's, and his wife, Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Location

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 20,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina.

Students

Gardner-Webb University, founded by area Baptists in 1905, has grown steadily to its current enrollment of over 2,000 students. The 1,900 undergraduates come from many states and several foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, sex, national or ethnic origin, religion, or handicap without discrimination.

Programs

Gardner-Webb provides five distinct academic programs: the on-campus undergraduate program; the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges); the Graduate Program, designed to provide master's level work for working professionals; the Graduate School of Business; and the School of Divinity Program. For additional information on GOAL, the Graduate School of Business, the School of Divinity, and on-campus undergraduate programs, see the specific catalogs for these programs.

Gardner-Webb conducts graduate programs in Forsyth and Surry counties, as well as on the main campus in Boiling Springs.

Faculty

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty; all of the regular graduate faculty hold doctorates in their fields. The primary concern of the faculty is teaching. The faculty have been

chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have provided the University with long years of service. In addition to professional staff, the full-time teaching faculty numbers over ninety, about twenty-five of whom serve on the graduate faculty.

Academic Calendar

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each.

History

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving senior institution with growing master's programs.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1905, as an institution "where the young ... could have the best possible educational advantages under distinctive Christian influence."

In response to the changing educational needs of the area, the institution was transformed into the Boiling Springs Junior College in 1928.

In 1942 Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the University. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife, Fay Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the College's development was its full accreditation as a senior college in 1971. In 1980 the College began offering a master of arts degree in education. Today Gardner-Webb offers eight distinct degree programs, a highly qualified faculty teaching in 27 major fields, and a beautiful campus of over 200 acres. In January 1993 the institution's name became Gardner-Webb University.

Historically, the University has played significant roles in teacher education. Programs of instruction and experiences designed to prepare teachers continue to be major objectives of the University. Although there have been many changes over the years, Gardner-Webb University remains closely related to the North Carolina Baptist State Convention.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnett, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-.

The Purpose of Gardner-Webb University

Gardner-Webb is a private, coeducational university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide learning of distinction in the liberal arts and in professional studies within a caring community based upon Christian principles and values. Students, faculty and staff are part of a community of learning, and Gardner-Webb seeks to prepare and encourage students to make meaningful contributions to the global community in which we live. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. They should be able to think independently and critically, communicate effectively, relate well to persons of diverse backgrounds, understand the natural world, understand the development of civilization, understand and appreciate aesthetic values, and grow spiritually. To support this development and foster a community dedicated to lifelong learning, Gardner-Webb emphasizes Christian values, academic freedom with responsibility, free intellectual inquiry and discussion, recognition of the dignity and worth of the individual, and strong faculty-student relationships. While pursuing these values, Gardner-Webb seeks to instill the traits of good citizenship in its students and strives to be a good institutional citizen.

The Purpose of the Graduate School

The purpose of the Graduate School is to provide high quality graduate programs to students who hold bachelor's degrees from regionally accredited institutions and who are, for the most part, full-time professionals (teachers, counselors, administrators) working in their fields. The curricula emphasize independent, critical thinking; effective communication; and the importance of the educator/counselor as theorist and practitioner.

The Graduate School is administered through the Office of Graduate Studies, under the supervision of the Dean of Graduate Studies. This office is responsible for the overall coordination of graduate programs leading to master's degrees in Agency Counseling, Business Administration, Elementary Education, English Education, Physical Education, School Administration, and School Counseling. The Dean of Graduate Studies also Administers the graduate assistantship program.

Goals

In order to fulfill its purpose, the Graduate School has the following goals:

1. To ensure that students receive high quality instruction from graduate faculty who encourage independent thinking, who integrate current trends and research into the classroom, and who model the professional as theorist and practitioner.
2. To ensure that the curricula for the various graduate programs provide students with both depth and breadth of content.
3. To ensure that students receive accurate, timely, and helpful advising information.
4. To ensure that graduate assistants are being used in a way that will increase skills and knowledge in their respective fields.

Accreditation

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer Associate, Baccalaureate, and Master's degrees. The Education programs are approved by the North Carolina Department of Public Instruction. The University is authorized by the immigration authorities of the United States for the training of foreign students.

Campus and Buildings

The Gardner-Webb campus is beautiful, spacious, and rich in lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years.

Admissions Center was purchased and completely renovated in 1990. The building contains the offices of Admissions and Financial Planning.

Athletic Fields consist of many acres of practice and playing fields, situated around the campus, for football, baseball, soccer and softball. There is adequate space for all sports, intramural and intercollegiate.

Blanton House is the residence of the University president. In 1981 the children of George and Ida Wood Blanton gave their family home to the University. Built in 1898, the colonial design home is located in Shelby.

Bost Physical Education Building and Swimming Pool is named in memory of L.C. Bost of Shelby and Mrs. Jean Bost Gardner. The facility contains basketball courts and classroom areas. The Olympic-sized swimming pool is heated and enclosed for year-round use.

Campus House was acquired in 1968. An addition was made in 1974.

Communications House was acquired in 1990. Public Information, Sports Information, Graphics and Publications are all housed in this building.

Hubert M. Craig Hall is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb University. The build-

ing houses classrooms and offices for the Education and English departments.

Charles I. Dover Campus Center, constructed in 1966, was completely renovated in 1990. It houses the cafeteria, lounges, the Campus Shop, student government offices, student development administrative offices, Graduate Studies and Special Studies offices. The building is named in memory of Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb University.

John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students. The holdings include several special book collections, the most notable being the library of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. The library houses the Belk-Ellis Computer Center which is equipped with state-of-the-art IBM equipment. The computer center was provided by the William Ellis family of Shelby, N.C., and the Belk Foundation. Located across from the Library is the Kathleen Nolan Dover Garden. The garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

J.R. Dover, Jr., Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses the Social Sciences department and classrooms.

Philip L. Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the University. Renovated in 1985, the building houses the Nursing Program.

O. Max Gardner Memorial Hall, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and an art laboratory.

E.B. Hamrick Hall was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places.

International House provides study and relaxation space for international students who attend Gardner-Webb.

Lake Hollifield Complex is named in honor of Mr. and Mrs. Hughey H. Hollifield, Gardner-Webb alumnus and trustee respectively. When complete the complex will have a lake surrounded by walking trails, a picnic shelter, an amphitheater and a bell tower and carillon.

Lindsay Hall, completed in 1967 and completely renovated in 1992, is a three-story, air-conditioned structure. It was named for the late David

Lindsay and his wife, Winifred Herbert Lindsay, of Rutherfordton. The building houses the Broyhill School of Management, the Religion and Psychology departments and classrooms.

Lutz-Yelton Convocation Center, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 600 seat Kathleen Nolan Dover Theatre, named in her memory by her husband, Charles I. Dover, and their family. The stage is fully equipped to handle all types of dramatic productions. Also included in the Center is the Paul Porter Arena, which seats 5,000 for basketball games and various meetings. Classrooms, offices for faculty and coaches, handball courts and athletic training facilities complete the Center.

Noel Hall, built in 1992, is a two-story brick structure which houses the School of Divinity and academic classrooms. The hall is named in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

Noel House contains the programs for handicapped students. The house was named in 1986 in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

Physical Plant Building, formerly the Boiling Springs Elementary School, houses the physical plant, housekeeping, and maintenance offices. The property was acquired in 1990.

Poston Center, named for Dr. Gene Poston, Gardner-Webb's eighth president, contains a visitors' center, the Safety and Security Department offices and student publications.

Radio Station WGWG is a 50,000-watt stereo FM educational station broadcasting over a radius of 75 miles. Made possible by the family of the late Lee Polk Frans of Hickory, N.C., the studios are located on campus.

Ernest W. Spangler Memorial Stadium, completed in 1966, includes a football stadium seating 6,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

Suttle Tennis Courts are named in honor of Mr. and Mrs. J.L. Suttle, Jr., of Shelby. The eight courts are lighted for evening play.

Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses the Department of Foreign Languages.

Webb Hall was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Fay Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Building is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

Craven E. Williams Observatory, named in honor of Gardner-Webb's ninth president, was built in 1990. The facility contains a powerful telescope and a multipurpose conference room.

Withrow Mathematics and Science Hall, named in memory of A.T. Withrow of Charlotte, a benefactor of the University, has facilities for mathematics, biology, chemistry, and physics.

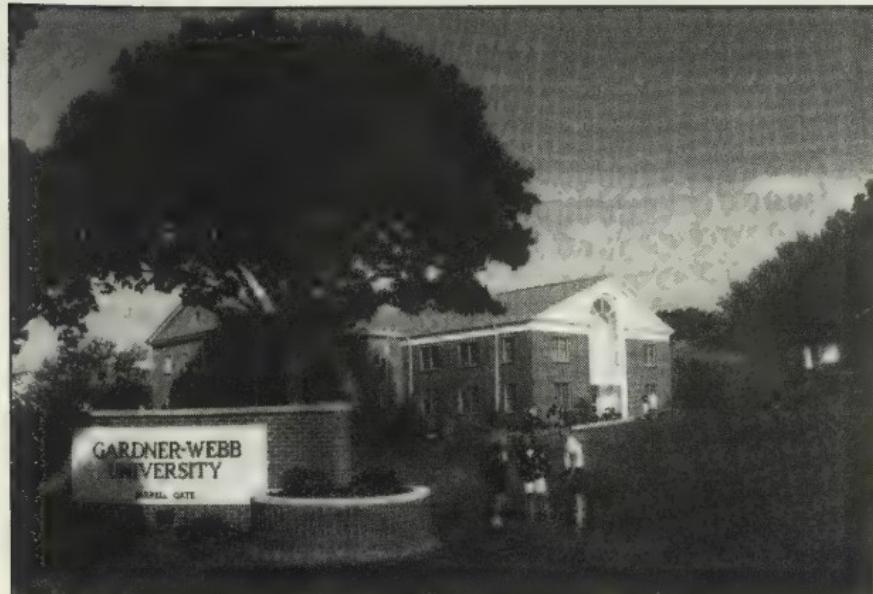
Additional buildings on campus provide facilities for faculty offices, residence halls, and maintenance.

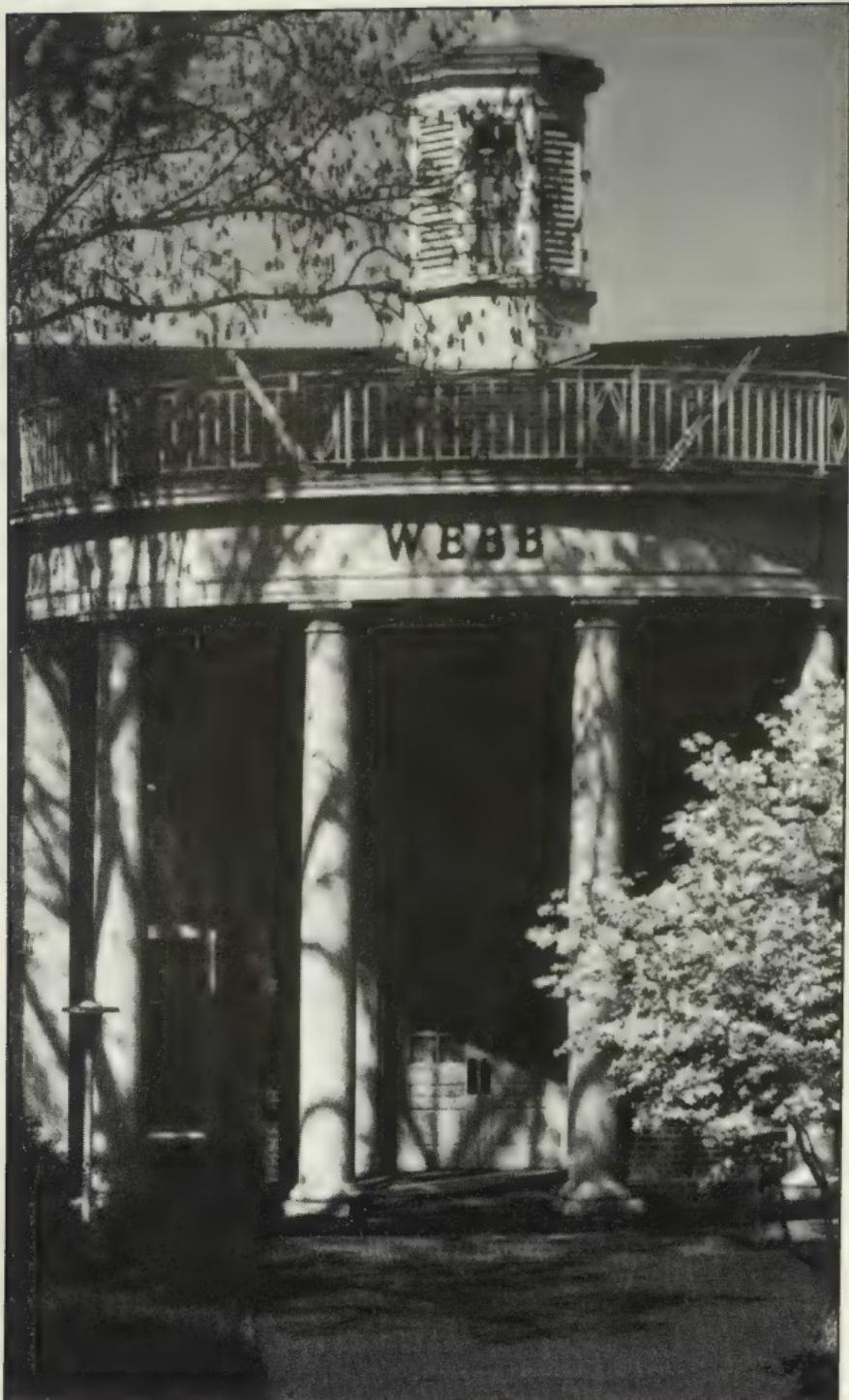
Visitors' Information

Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Administrative officers and members of the faculty are available at other times by appointment.

Travel Information

Gardner-Webb University is in the town of Boiling Springs, N.C., a community just outside Shelby. The University is only thirteen miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the University is served by the Shelby-Lattimore telephone exchange. The number is 704-434-4723.





Admissions and Finances

Admission Procedures

Application materials are available from the Office of Graduate Studies. Students may enter at the beginning of any semester or summer term.

To apply for initial admission to graduate study, the applicant should:

1. Submit an application to the Office of Graduate Studies, Gardner-Webb University with a \$20 non-refundable processing fee.
2. Arrange for an **official transcript** of all previous academic work beyond the high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released to the Office of Graduate Studies. (Use form provided with application.)
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Core Battery III-Professional Knowledge and Specialty Area), or Miller Analogies Test.
4. Submit three professional references on graduate reference forms.
5. For appropriate programs provide evidence of Class A North Carolina Teacher certification or equivalent (for G Level certification applicants).

When all documents have been received, they will be evaluated by the Dean of Graduate Studies and the chair or coordinator of the program area. The applicant will be notified of the decision. Prospective counseling and MBA majors must schedule an interview with the appropriate faculty members before formal admission. (See descriptions of those programs for additional admissions requirements.) Students are notified of their admission status as soon as possible after completing the admissions process. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

International Students follow the usual procedure for admission with these exceptions:

1. Transcripts must first be submitted to World Education Services for evaluation before being mailed to the Office of Graduate Studies.
2. TOEFL score of at least 500 must be submitted unless English is the native tongue.
3. A Gardner-Webb form, Statement of Financial Responsibility, must be filled out, signed, and accompanied by a letter from student's or sponsor's bank showing amount to cover one year of graduate study.
4. Once the student's file is completed and an admissions decision has been made, the Office of Graduate Studies will send the student an I20 Form, enabling the student to apply for a visa.

Types of Admission Status

Admission for graduate study at Gardner-Webb University is granted in the following categories.

Full Admission

An applicant who meets all criteria for admission to the Master of Arts degree program is granted full admission. These requirements include the following: a bachelor's degree from a regionally accredited institution of higher learning with a minimum 2.50 grade point average; a Class A teaching certificate or equivalent for those who are pursuing a graduate degree leading to G-level certificate; satisfactory scores on either the Graduate Record Examination, National Teachers' Examination or the Miller Analogies Test; and three positive letters of evaluation (see the Counseling and MBA Programs for additional requirements).

Provisional

An applicant who does not meet the formal requirements for full admission to a degree program may be granted provisional admission. A student admitted with provisional status must meet any conditions attached to his/her admission before being granted full admission. Deficiencies may include lack of undergraduate course prerequisites, low test scores, low undergraduate grade point average, or the need to complete student teaching or teacher certification. No student may be admitted to a degree program who has a grade point average lower than 2.25 on all college work attempted or the last 64 hours of undergraduate work attempted.

Special

A student entering a graduate program to take courses for professional or career enhancement as a non-degree seeker is granted special admission. A maximum of six semester hours may be taken as a special student and applied toward a master of arts degree at Gardner-Webb.

Initial "A" Level Licensure: Applicants who hold a baccalaureate degree but who do not hold a North Carolina "A" Teacher's License or its equivalent may apply for admission as Special Students to the approved Program for Teacher Certification. The Department of Education and the appropriate department offering the specialty studies will evaluate all undergraduate work.

"G" Level Licensure: In some programs, students may pursue "G" (graduate) level licensure without pursuing a graduate degree. Applicants who have earned a master's degree and who wish to earn a "G" license in an additional area of specialization may apply for admission as Special Students. An evaluation of undergraduate and graduate work is required to determine courses necessary for "G" licensure. Students must successfully complete the appropriate specialty area portion of the NTE.

Public School Personnel: Public school teachers applying for the first time for courses solely for "A" License renewal credit may be admitted as Special Students by completing the Graduate School application form and by presenting an official transcript showing completion of the bachelor's degree. If, however, credit is to be applied to a graduate degree, the student must make specific application for this credit before the completion of six hours, as well as meet all requirements for admission as a graduate degree student. Public school teachers and administrators applying for the first time for courses solely for "G" License renewal credit may be admitted as Special Students by completing the Graduate School application and by filing an official transcript showing completion of the master's degree.

Transient

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb to take courses for transfer to the institution in which he or she is enrolled as a degree candidate. A transient student must submit an application for admission and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing.

Auditor

With the approval of the professor and the Dean of Graduate Studies, a student may enroll for a graduate course as an auditor. The auditor must complete the special auditor registration form and complete all course requirements, with the exception of tests and examinations. An auditor's fee of \$50 is required.

Applicant

An applicant to a graduate program may be granted permission to register for one semester of course work prior to the completion of the admission procedure. Credit earned will be considered graduate level work but may not be counted toward a Master of Arts degree at Gardner-Webb until the student meets admissions criteria when all credentials are assessed. All supporting documentation must be submitted and assessed in order for the student to register for a second term of course work.

Transfer of Courses for Graduate Credit

With the approval of the chair of the major department and the Dean of Graduate Studies, a maximum of six semester hours may be accepted from another accredited graduate school toward the fulfillment of requirements for a graduate degree at Gardner-Webb. A maximum of three semester hours may be transferred for certification in school administration, and a maximum of nine hours into the counseling programs. Credit will not be given for courses taken more than six (6) calendar years before applying for admission to graduate study. Students currently enrolled in a graduate

degree program at Gardner-Webb must have prior written approval to take courses from another institution for transfer credit.

The primary purpose of the transfer of credits policy is to grant incoming students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb once they enter the program. Permission is granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement.

Students who earned a bachelor's degree at Gardner-Webb University may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree or the Class A license. Senior or graduate level courses that did not contribute toward the bachelor's degree or initial licensure may, at the discretion of the department chair, count toward the master's degree or Class G license.

Readmission of Former Students

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. No application fee is charged for readmission.

Time Limits

Students have a time limit of six (6) calendar years to complete their degree from the beginning of the term in which they are initially accepted.

Cost of Instruction

Cost is \$143 per semester hour for graduate credit for the 1994-1995 academic year. The University reserves the right to change the cost per semester hour when the change is deemed necessary.

Charge Reduction Policy for Class Withdrawal

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give limited charge reductions in the event a student **Officially Withdraws** from class(es). **In order to make a course adjustment (withdraw), students must contact the Registrar in person or by phone, 704-434-4260.** The student will receive a copy of the completed course adjustment form. Withdrawal must be completed prior to the end of the semester in order to officially withdraw.

Reductions will be computed on total charges for tuition, but not on textbooks and fees. A student withdrawing from class(es) for disciplinary reasons will not be eligible for reductions and will be liable for the entire semester's charges. (For purposes of interpreting this policy, a week is

defined as a Monday through Friday period or any part thereof. The first week is defined as the week in which classes are scheduled to begin.)

Charge Reduction Schedule

1. Tuition charges will be removed in full provided the student officially withdraws prior to the first official class meeting.
2. Tuition charges less \$50 will be removed for the student who does not attend a class but waits until after the first class meeting to officially withdraw. Attendance will be based upon the professor's records.
3. In the event a student attends class(es) and finds it necessary to withdraw, charges will be reduced as follows:

When official withdrawal occurs within:

the first or second week, charges will be reduced	80%
the third week, charges will be reduced	60%*
the fourth week, charges will be reduced	50%*

*There will be no reduction of charges after the second week for courses that have a duration of 8 weeks or less.

Note: When a student's charges are reduced, Federal, State and Institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Leaving the university without officially withdrawing may result in a student's forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balance, parking, disciplinary and library fines, and returned checks.

Financial Aid

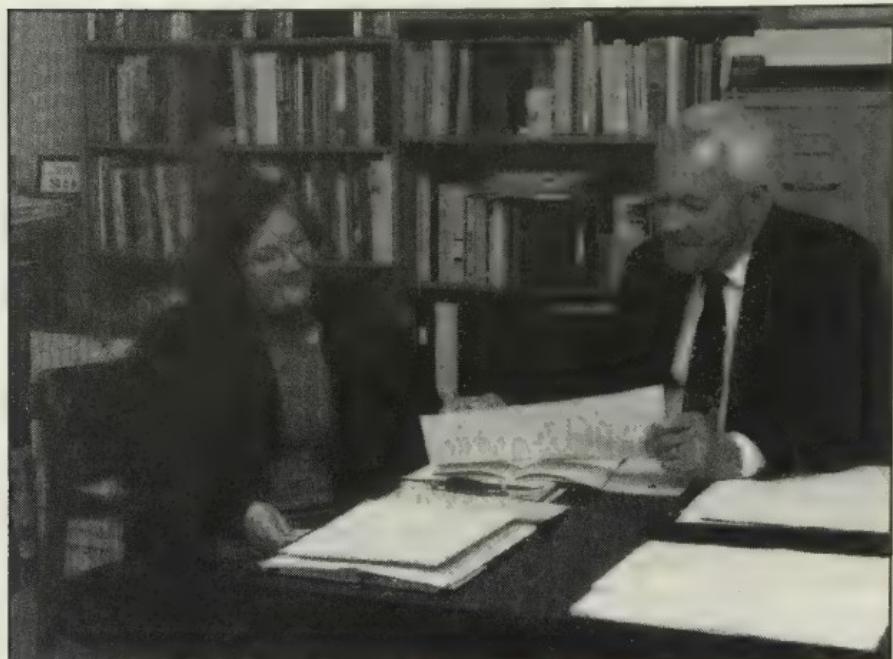
Some school systems and businesses assist Gardner-Webb graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. Stafford Student Loans are also available to graduate students, as well as work study awards on a limited basis. The Financial Planning Office can provide details, but interested students should apply well in advance of the date of initiation of their graduate program.

Assistantships

Financial assistance in the form of assistantships is available on a limited basis to on-campus graduate students. Inquiries may be made with the department in which the student intends to enroll or in the Office of Graduate Studies.

Policies for Assistantships

1. Applications for assistantships may be obtained from and submitted to the department chair of the appropriate department or the Office of Graduate Studies.
2. Awards are available for the academic year and the summer term to those students carrying a full-time academic load. They are renewable for up to three years.
3. Each department will select the individual recipients of the awards.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 25 hours per week. Graduate assistants are not permitted to have additional work responsibilities assigned by any other department of the University.



Academic Information

Gardner-Webb offers the Master of Arts (M.A.) degree in the following areas: Agency Counseling, Elementary Education (K-6), English Education (9-12), Physical Education (K-12), School Administration, and School Counseling (K-12). In addition, Gardner-Webb offers the Master of Business Administration and the Master of Divinity degrees. (See specific catalogs for these two areas.)

The courses are offered in evenings and during summer months to accommodate the schedules of working professionals, both at on-campus and off-campus locations in North Carolina. Off-campus courses are offered in a format which brings all course work to the off-campus site except for class meetings at a library facility. Graduate students are not required to meet a residency requirement.

For students who have met all prerequisites, the programs consist of from 30 to 48 semester hours, depending upon the degree area.

Course Registration

Registration includes academic advising, selection of courses and payment of fees. During preregistration, students should consult with their academic advisers on course selection and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisers consider it essential, they should not change the schedule after registration.

Late Registration

Students must register according to the information given at preregistration. Students who register after the published mail-in deadline must pay a \$40 late registration fee. Students may register for a course after the first class meeting only with the prior approval of the professor and the Dean of Graduate Studies.

Dropping, Adding, and Changing Courses

Changes in a student's schedule may be made by telephoning the Registrar's Office. The Dean of Graduate Studies, Financial Planning Office, Business Office, and the adviser are notified of the change. A fee will be charged unless the change is requested by the administration.

When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the

professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for dropping an individual course is four weeks after the midterm grade report period or a date not to exceed 75% of the course. The specific date is established each semester by the Registrar and published by the Office of Graduate Studies in registration materials. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Academic Advising

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of study. Advisement sessions are scheduled each semester for all graduate students. It is the student's responsibility to meet with the adviser at the scheduled session or to make arrangements for an alternative meeting time. An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured fully accepted students who remain continuously enrolled. Course scheduling, however, may prevent acceleration of the completion of degree requirements. Other schedule options are available.

Academic Load

A full load is six semester hours during the summer term and three semester hours during each regular semester. (Some majors take six hours during each term.)

Auditing Courses

Any Gardner-Webb student may audit a course for a nominal charge. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations.

Library Privileges

Student identification cards are prepared at the time of registration. These cards are necessary in order to use the Dover Memorial Library and other facilities where identification is required. Currently enrolled students may check out materials, use interlibrary loan, etc. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out privileges.

Library Service Policy for Graduate Students at Forsyth and Surry Centers

The following agreement has been reached with the C.G. O'Kelly Library at Winston-Salem State University to assist Gardner-Webb graduate students attending the Forsyth and Surry centers.

1. An annual fee of ten dollars (\$10.00) per person will be charged by Winston-Salem State University for check-out privileges in the O'Kelly Library.
2. Valid identification verifying current enrollment at Gardner-Webb University must be presented at the time of application. A card with an identifying bar code and the patron's address will be maintained at the Circulation Desk. An identification card such as a driver's license should be presented for all subsequent circulation transactions.
3. Books from the main collection are checked out for three weeks or until the end of the academic term for Winston-Salem State University, whichever comes first. Items in the reserve collection may be used within the library only.
4. Fines accrue at five cents per day; abuse of overdue and fine regulations will result in loss of check-out privileges.
5. Patrons are notified once each month of overdue items. Unpaid fines and lost charges will be forwarded to Gardner-Webb University for collection. Books may not be checked out by patrons having \$25 or more in outstanding fines and / or overdue materials.
6. Check-out of heavily used materials may be restricted at the discretion of the library staff.
7. Lost book charges include book replacement cost plus a two-dollar handling fee.
8. Changes in address must be reported to the O'Kelly Circulation staff.
9. Periodicals, reference books and other non-circulation materials may NOT be borrowed for outside use.
10. Online database searches may be requested at the Reference Desk. No guarantee is made that pertinent citations will be retrieved during such searches, although every effort is made to construct effective search strategies. The patron is responsible for all database charges incurred during searches on his or her behalf.
11. LINCNET connections to the online catalogs of other libraries in the University of North Carolina system may be arranged by contacting the Reference Department Staff.

Students may also use the facilities of the Z. Smith Reynolds Library at Wake Forest University; there is a fee for check-out privileges.

Forsyth and Surry Center students may call Dover Memorial Library on campus at 800-253-8330 to request books and materials.

Class Attendance Policy

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. Students are required by university policy to attend a minimum of 75% of the scheduled class meetings. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester, the professor will clearly state, in writing, the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official university business or foreseeable personal circumstances must be negotiated with the professor before the absence and plans made for completing course work missed.

Examinations and Reports

Comprehensive final examinations are required in every course at the end of the semester. The only exceptions are courses which require major research papers as the primary activity of the course. A student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the professor. If the student is excused, the grade will be recorded as Incomplete.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Grades and Reports

Grading Systems and Quality Points

Graduation is dependent upon quality as well as upon quantity of work done.

Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
1	4
1	3
1	2
1	0
1	0
0	0
0	0
1	0

An I is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until midterm of

the following semester to complete the course work and remove the I; otherwise an F will be automatically assigned by the Registrar's Office.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term. After the first four weeks of the semester, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

F Grade

Any admitted student receiving a grade of F in a graduate course will be suspended. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the F, making at least a B, before any other course work can be taken. Only the higher grade will be counted in computing the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. No more than one F may be repeated.

C Grade

A student who receives nine hours of C grades will be suspended. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

Repeating Courses

Courses may be taken for credit only once with the exception given under the F grade policy above.

Retention Policy

A student must have an average of 3.0 overall to be awarded the M.A. degree. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be suspended. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

Transcripts

The Registrar will furnish transcripts of credit upon written request. Official copies are \$3 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Academic Honesty

All work submitted by students in each course is presumed to be the students' own work. Cheating, plagiarism, or any other expression of dishonesty may result in failure in the course and possible dismissal from the graduate program.

Fair Process

A student who experiences a problem concerning a grade or any other aspect of a course should first discuss the matter with the professor. If the problem is not resolved, he or she should go next to the chair of the department or the coordinator/director of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to the Dean of Graduate Studies, who will hear only those parties involved and make a decision in the case.

Academic Appeals

If the student is not satisfied with the decision in his or her case, that student has a right to appeal. He or she should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she at that time may bring a representative from within the University to act as counsel. Deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Deadline for other types of academic appeals (except for grade appeals) is eighteen months after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester.

Residence Life

Graduate students living on campus are subject to the same rules and regulations as other university campus residents. Any infringement of campus policies, such as prohibited behavior in residence halls, the cafeteria, the library, or other campus locations will be referred to the Associate Vice President and Dean of Student Development. (Refer to Gardner-Webb Student Handbook for more details.)

Progress Review

When the student has earned between 15 and 21 hours credit, the student and the adviser review progress to date and determine additional work to be completed for the degree. At this time the adviser and the student fill out and sign a midpoint checklist.

Challenge Examination Policy

When, in the opinion of the appropriate graduate faculty, a student has experience and/or training comparable to that taught within a particular graduate course, the student may request the option of taking a challenge examination to demonstrate mastery of the subject area. This challenge examination will be an in-depth and comprehensive assessment of the student's ability to answer questions in the subject area. An acceptable grade on the examination will permit the student to apply for waiver of that course requirement. However, the student will be held responsible for all course material on the comprehensive examination.

To request the opportunity to take a challenge examination, the student must present, in writing, justification for such an examination. The graduate faculty for the student's specialty area will review the request and, if they deem appropriate, refer it to the course professor. Either the adviser or the professor may deny the request. If it is accepted, the challenge examination will be administered at the discretion of the course professor. If the examination results are acceptable, the program coordinator will notify the Dean of Graduate Studies, who will send written confirmation of the approval to the student, his or her adviser, and the Registrar's Office. Upon payment of the \$50 per course fee, the student will be credited with the appropriate number of hours for the approved course. No grade will be assigned or averaged into the quality point average.

The number of total hours challenged or transferred may not exceed student's graduate program guidelines.

Comprehensive Examinations

The successful completion of a comprehensive examination is required for all candidates for the master of arts degree. The following policies govern the administration of this examination.

1. The comprehensive examination includes questions related to the student's entire program, and the entire examination is read and approved by the student's comprehensive examination committee.
2. Only written comprehensive examinations are administered.
3. Successful completion of the comprehensive examination is a requirement for graduation and is not a part of any existing course structure.
4. Comprehensive examinations are evaluated by a Graduate Faculty Examination Committee, composed of at least three persons selected by the chair of the appropriate department. A Comprehensive Examination Form, signed by the committee, is submitted to the Office of Graduate Studies and becomes a part of the student's records. Successful completion of the comprehensive examination is defined as approval by a majority of the examining committee.
5. Students who fail the comprehensive examination may be retested on the failed portion(s) of the examination after a minimum of two weeks from the date of the first examination. Students who fail the comprehensive

- examination a second time must make written appeal to the Graduate Council in order to be considered for a third examination. Comprehensive examinations may be taken only three times.
6. The Office of Graduate Studies mails out guidelines every semester in registration packets.

Application for Degree

A student must apply for the Master of Arts degree during the semester preceding the final term of study. An appointment should be made with the adviser who will provide appropriate forms to be filled out to obtain the degree. The adviser will validate the information on the application. It is the student's responsibility to turn in the signed form in to the Registrar. A \$50.00 application for graduation fee is required; this includes the academic regalia, diploma, and administrative costs. Students submitting applications after the published deadline must pay a \$40 late fee.

Application for Graduate Licensure

An application for the North Carolina "G" licensure must be filed with the Chair of the Department of Education, who may assist the students in planning their program of study so that North Carolina licensure requirements may be met. With the exception of the school counseling program, one must hold, or be eligible to hold, an "A" license before applying for "G" certification. Gardner-Webb will not recommend students for a "G" certification unless they have completed an approved program. Students pursuing graduate and undergraduate level licensure must meet the requirements for both levels, including successful completion of the appropriate specialty area portion of the NTE. **Students applying for licensure only must meet the same requirements as those students applying for the complete degree.** An application fee is required.

Certified checks must be made payable to the North Carolina Department of Public Instruction. Official transcripts of any transfer credits applied toward the Master of Arts degree at Gardner-Webb must be submitted both to the Department of Education and the Office of Graduate Studies. These transcripts will be sent to the State Department of Public Instruction with the application for Graduate Licensure.

Commencement Exercises

Gardner-Webb conducts commencement exercises at the conclusion of the spring semester and at the conclusion of summer school. Each candidate for a degree must be present for rehearsal and for the conferring of degrees. The University is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Associate Vice President and Dean of Academic Affairs.

Student Life

Students enrolled in a graduate program at Gardner-Webb University are typically working professionals. Therefore, programs are carefully designed to accommodate their needs, especially as they relate to work schedules. Graduate students have representation on the Graduate Council and are entitled to attend campus events, receive campus publications, and request services which are offered to students at Gardner-Webb. Services offered include guidance and counseling, placement services, and the delivery of textbooks from the Campus Shop to off-campus centers. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

Graduate Student Representation on the Graduate Council

The Graduate Council is the governing body for all graduate programs at Gardner-Webb. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.

Student Rights, Responsibilities, and Expectations

Gardner-Webb University is a community of volunteers; no one is required to work or enroll without his or her full consent. Faculty and staff are invited to work in and students are invited to join the academic community. For all who work, study, and learn at the institution, there are university rules and regulations which should be viewed as contributing to the common good of the community. As an institution of Christian higher education, it is hoped that the community will be a place where students, faculty and staff will become more humane and Christ-like. When this happens, a concern for the common good and community will develop rather than a selfish individualism concerned only for the interests of a particular person.

For the student, reasonable rules, regulations and expectations should be viewed as necessary for creating a positive and healthy environment conducive to a living and learning community. It is hoped that students who voluntarily join the community will develop a loyalty and a commitment to it.

A prohibited behavior code describes what the University does not tolerate. The Board of Trustees has approved minimum penalties for some of the prohibited behaviors. It is hoped that students will view the prohibited behaviors as reasonable ones which can be avoided with little effort. Furthermore, by voluntarily enrolling at Gardner-Webb, it is understood that the student accepts and agrees to abide by university rules, regulations and expectations.

The Student Handbook describes the prohibited behavior and the judicial process should a student become engaged in this kind of behavior. The University guarantees fundamental fairness to the student who is accused of involvement in prohibited behavior. A copy of the latest edition of the Student Handbook is available upon request.

Gardner-Webb University supports and is fully committed to the concept of a drug and alcohol free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession, or use of controlled substances such as, but not limited to, the following:

Narcotics (heroin, morphine, etc.)

Cannabis (marijuana, hashish, etc.)

Stimulants (cocaine, diet pills, etc.)

Depressants (tranquilizers, etc.)

Hallucinogens (PCP, LSD, "designer drugs," etc.)

Designer Drugs (MDA, MDMA-known as "ecstasy," ice, etc.)

Alcohol

is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms.

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1 above. Upon conviction, the appropriate disciplinary action—up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, state, or local health, law enforcement, or other appropriate agency—will be taken. More specific penalties are outlined in the Gardner-Webb University Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
3. Local, state, and federal laws prohibit the unlawful possession and distribution of illicit drugs and alcohol. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the Department of Safety and Security.
4. A booklet describing the health risks associated with the use of illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling are available through the University's Counseling Center. If necessary, and at the student's expense, referral can be made to an outside agency.

Minimum Penalties for Possession, Consumption, and Distribution of Controlled Substances

Alcohol possession and/or consumption on campus locations

- | | |
|---------------|--|
| 1st offense - | \$75.00 fine |
| 2nd offense - | \$100.00 fine, attend alcohol education program at the student's expense, disciplinary probation |
| 3rd offense - | suspension from the University |

Being legally intoxicated or under the influence of drugs

- | | |
|---------------|--|
| 1st offense - | \$100.00 fine, attend alcohol education program at the student's expense, disciplinary probation |
| 2nd offense - | suspension from the University |

Distribution of alcohol to a minor

- | | |
|---------------|--------------------------------|
| 1st offense - | suspension from the University |
|---------------|--------------------------------|

Simple possession and/or use of illegal drugs

- | | |
|---------------|---|
| 1st offense - | \$100.00 fine, drug education program, disciplinary probation |
| 2nd offense - | suspension from the University |

Distributing drugs illegally

- | | |
|---------------|--------------------------------|
| 1st offense - | suspension from the University |
|---------------|--------------------------------|

Cultural Life

Each year a variety of programs is offered for the cultural and intellectual enrichment of campus life.

The Department of Fine Arts brings outstanding artists and performers to the campus during the year. The Student Entertainment Association and the Student Government Association also schedule a number of events. Distinguished scholars in various fields are invited to the campus each year to provide lectures and seminars for the enrichment of the academic program.

There are also recitals in the Dover Theatre and in the O. Max Gardner Fine Arts Hall by members of the Fine Arts Department faculty and advanced students in music. Several choral and orchestral concerts are scheduled.

Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the University's cultural offerings.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb University. The Director of Counseling and the Campus Minister are available for counseling.

Noel Programs for the Disabled

The Noel Programs for the Disabled provide support services to deaf, blind and other identified disabled students.

In order to assess each disabled student's needs and to provide the necessary support services, professional documentation of a disability or disabilities must be furnished no later than three weeks prior to the beginning of services. Documentation must be current, having been written within at least a three-year period before a disabled student's enrollment at Gardner-Webb University.

Career Planning and Placement

The Placement Office, located in the Charles I. Dover Campus Center, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the students.

Campus Shop

The Campus Shop, located in the Charles I. Dover Campus Center, provides all books and materials needed by graduate students for their courses of study. Textbooks are delivered to students at off-campus centers.

Registration of Automobiles

All automobiles must be registered with the Security Office during registration for students attending classes on the main campus in Boiling Springs. The current registration fee is \$15.00 for the calendar year (beginning in the fall and running through the following summer term). A \$5.00 registration fee is required for students attending summer school only. A decal is issued for each automobile.

Graduate Programs and Courses of Instruction

Master of Arts in Education

The Master of Arts in Education programs enable educators to enhance their knowledge in their respective fields of study and to develop and improve professional skills. The programs are designed to relate to the needs of educators in both theory and practice. Graduate students have the opportunity to synthesize and integrate new information derived from research and practice. Active participation in a program allows students to develop further those competencies essential to professional education and continued self-improvement, thus exemplifying the goal of the lifelong learner and the model of the Educator as Theorist & Practitioner.

Upon successful completion of a graduate program in education, students will be recommended for the North Carolina Class G Teaching License in the appropriate certification area.

Elementary Education (K-6)

The Elementary Education (K-6) program is designed to include thirty semester hours in three components: professional, instructional, and subject specialization. Courses in the professional and instructional components stem from the four organizing threads of the knowledge base for teacher education: the learner and learning, methodology, social context, and professional development.

Purpose

The purpose of the degree program in Elementary Education (K-6) is to offer capable students the opportunity for advanced study and research in a specific area of specialization.

Goals

The Elementary Education program is designed to meet the following program goals:

1. Provide a foundation in philosophy of education, curriculum development, and psychology of learning.
2. Promote the development of skills in organization, planning, implementation, and evaluation of a wide range of instructional materials.
3. Assist teachers in the development and implementation of diagnostic, prescriptive, and evaluative skills for classroom application.
4. Foster the development of the ability to interpret and implement the results of educational research in the elementary classroom.

5. Provide advanced preparation in a specific area of specialization.

Course Requirements

A. Professional Component (12 semester hours)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 610	Curriculum Development 3 hrs.
EDUC 620	Methods of Research 3 hrs.
PSYC 600	Advanced Educational Psychology 3 hrs.
or	
EDUC 614	Measurement, Assessment, and Evaluation 3 hrs.

B. Instructional Component (9 semester hours)

EDUC 615	Strategies of Teaching 3 hrs.
EDUC 625	Diagnostic Procedures in the Teaching of Reading and Content 3 hrs.
EDUC 685	Seminar in Elementary Education 3 hrs.

C. Subject Specialization (9 semester hours)

Complete three courses from the following areas:

Language

EDUC 500	Language Arts and Children's Literature 3 hrs.
EDUC 655	Advanced Children's Literature 3 hrs.
EDUC 658	Foundations of Writing Instruction 3 hrs.
ENGL 659	The Teaching of Writing 3 hrs.

Health Education

HLED 500	Comprehensive Health Education 3 hrs.
HLED 501	Drug / Alcohol Education 3 hrs.
HLED 531	Problems in Health Education 3 hrs.
HLED 604	Teaching Strategies in Health Education 3 hrs.

Physical Education

PHED 500	Current Trends in Elementary Physical Education 3 hrs.
PHED 531	Problems in Physical Education 3 hrs.
PHED 604	Teaching Strategies in Physical Education 3 hrs.
HLED 500	Comprehensive Health Education 3 hrs.

Social Studies

EDUC 608	Readings in Social Studies Education 3 hrs.
SSED 500	Social Studies for Elementary Education 3 hrs.
HIST 601	North Carolina History 3 hrs.

English Education (9-12)

The English Education program (9-12) is designed to include thirty semester hours in professional, elective, and content area studies. It leads to a Class G Teaching License for those who possess A level licensure in 9-12 English. Graduate students who do not have A level licensure may obtain the degree but not the G level license.

Admissions standards are the same as those for entry into other graduate programs at Gardner-Webb. Students who do not meet these standards will be evaluated on an individual basis.

Purpose

The purpose of the Master of Arts in English Education (9-12) is to support the professional development of teachers of English who contribute to the community in which they teach through effective communications skills, through understanding and appreciation of literature of diverse cultures, and through understanding of the importance of critical and independent thinking.

Goals

The goals of the program, in accordance with State Department guidelines, are planned so that participants will be able to:

1. Increase content area knowledge through various literature courses which recognize the scope and diversity of literature and its origins as well as the importance of a variety of skills in literary criticism and response.
2. Become better writers and teachers of writing through increased understanding of the writing process as well as varied aspects of language development and study.
3. Understand the importance of research, theory, planning, and practice in curriculum development and in the teaching of English.

Course Requirements

A. Professional Component (6 semester hours)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 621	Research in English Education 3 hrs.

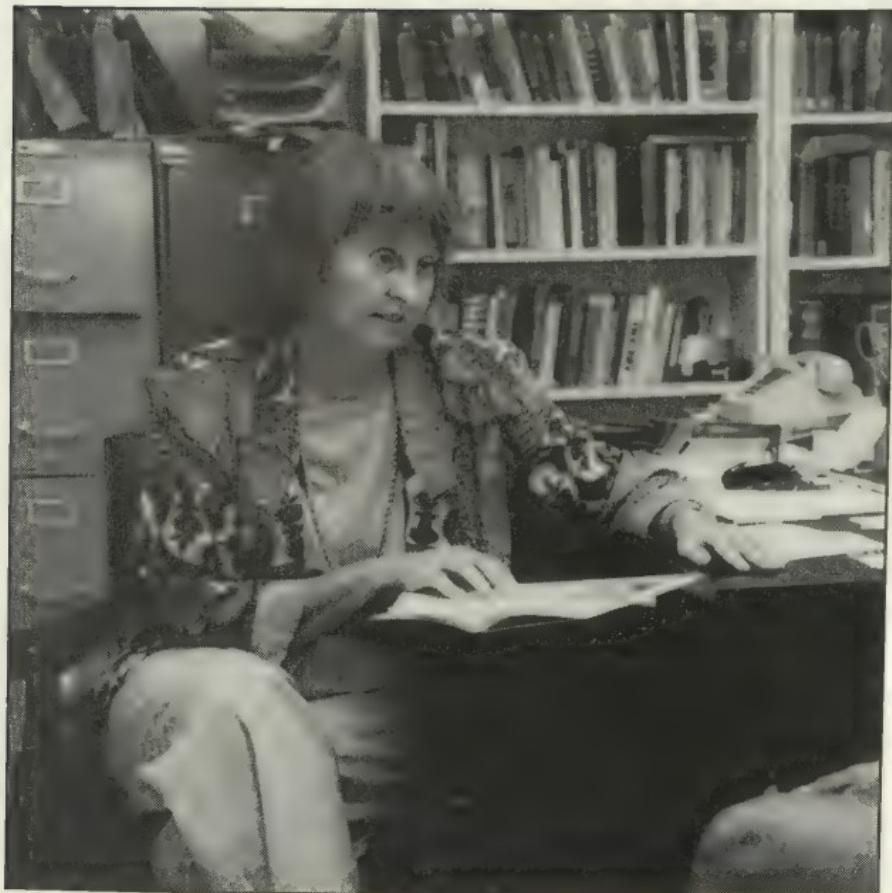
B. Elective Component (6 semester hours selected from courses below or other approved electives)

EDUC 616	Methods of Teaching English 3 hrs.
ENGL 659	The Teaching of Writing 3 hrs.
ENGL 661	The Reading/Writing Connection 3 hrs.

C. Content-Area Component (18 semester hours selected from listed courses)

ENGL 649	American Literature: Selected Masterpieces 3 hrs.
ENGL 651	British Literature: Selected Masterpieces 3 hrs.

ENGL 653	Contemporary Trends in Literature 3 hrs.
ENGL 655	Adolescent Literature 3 hrs.
ENGL 671	Literary Theory 3 hrs.
ENGL 691	Seminar in American Literature 3 hrs.
ENGL 692	Seminar in British Literature 3 hrs.
ENGL 693	Literature: A World Perspective 3 hrs.



Physical Education (K-12)

The Physical Education (K-12) program is designed to include thirty semester hours in three components: professional, subject, and elective. The primary focus of the program is teaching excellence. The program offers twelve hours of subject area work which may be programmed to meet the needs of the individual student. Graduate students who do not have A level licensure may obtain the degree but not the G level license.

Purpose

The purpose of the Master of Arts program in Physical Education (K-12) is to develop excellence in teaching through course work, research, experiences, and pedagogical practices conducted in an environment based upon Christian principles and values.

Goals

To attain the purpose of the Master of Arts program in Physical Education (K-12), the following program goals are indicated:

1. Provide advanced preparation in the field of physical education teaching.
2. Develop skills essential for research and investigation of various aspects of physical education.
3. Develop skills and understanding of numerous methods, techniques, and approaches used in teaching physical education.
4. Foster development of individual potential for becoming optimally effective as physical educators.

Course Requirements

A. Professional Component (6 semester hours)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 610	Curriculum Development 3 hrs.

B. Subject Component

1. Required Physical Education (12 semester hours)

PHED 602	Research in Physical Education 3 hrs.
PHED 603	Scientific Principles of Physical Education 3 hrs.
PHED 604	Teaching Strategies in Physical Education 3 hrs.
PHED 606	Seminar-Future Directions in Physical Education 3 hrs.

2. Select (6 semester hours from Major Track)

PHED 500	Current Trends in Elementary Physical Education 3 hrs.
PHED 501	Foundations of Physical Education 3 hrs.
PHED 531	Problems in Physical Education 3 hrs.
PHED 600	Physical Education for Special Populations 3 hrs.
PHED 601	Psychology and Sociology of Sports 3 hrs.
PHED 605	Practicum in Physical Education 3 or 6 hrs.
PHED 607	Supervision of Physical Education 3 hrs.

C. Elective Component (6 semester hours)

Choose 6 hours from above, below, or from another discipline.

- | | |
|----------|--|
| HLED 500 | Comprehensive Health Education 3 hrs. |
| HLED 501 | Drug / Alcohol Education 3 hrs. |
| HLED 502 | Sexuality / Sex Education 3 hrs. |
| HLED 531 | Problems in Health Education 3 hrs. |
| HLED 600 | The School Health Program 3 hrs. |
| HLED 604 | Teaching Strategies in Health Education 3 hrs. |
| HLED 605 | Practicum in Health Education 3 or 6 hrs. |
| HLED 607 | Supervision of Health Education 3 hrs. |
| HLED 608 | The School Health Coordinator 3 hrs. |



School Administration (K-12)

The focus of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to relate to the needs of educators in both theory and practice. A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Those with bachelor's degrees may enter the two-year program leading to a master of arts degree in school administration (K-12), which is a 33-semester-hour program including a 3-hour internship. Those already possessing master's degrees in various other areas of teacher education may apply to the school administration program for the purpose of obtaining licensure in principalship. A transcript evaluation is necessary to determine the number of additional courses required, but 21-24 semester hours is the norm.

Purpose

The purpose of the Master of Arts degree in School Administration (K-12) is to develop educational leaders through courses, research, seminars, and internships.

Goals

The School Administration program is designed to meet the following program goals for prospective school administrators:

1. Provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement.
2. Promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings.
3. Foster the development of the ability to evaluate classroom teachers within an academic environment.
4. Develop the capacity to interpret and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

Course Requirements

A. The Learner Component (6 semester hours)

EDUC 620	Methods of Research 3 hrs.
PSYC 600	Advanced Educational Psychology 3 hrs.

B. Curriculum and Instruction Component (6 semester hours)

EDUC 610	Curriculum Development 3 hrs.
EDUC 615	Strategies of Teaching 3 hrs.

C. Administration Specialization (21 semester hours)

SADM 618	Educational Leadership 3 hrs.
SADM 640	Introduction to Educational Administration 3 hrs.

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|----------|-------------------------------------|
| SADM 650 | School Law 3 hrs. |
| SADM 655 | School Finance and Budgeting 3 hrs. |
| SADM 660 | The Principalship 3 hrs. |
| SADM 665 | Supervision of Instruction 3 hrs. |
| SADM 695 | Internship and Seminar 3 hrs. |



School Counseling (K-12)

Purpose

Within a caring and challenging environment, the School Counseling program strives to facilitate the acquisition and application of knowledge and skills which will help prepare graduate students to make appropriate contributions within the school setting as both theorists and practitioners. To do this, the program emphasizes acquisition and application of knowledge and skills, critical thinking and decision making, knowledge of the learner and learning, and the importance of the social context of both the student and the school, as well as the examination of personal values and experiences and their potential influence in a variety of counseling situations. We strive to develop counselors who have a strong theoretical base and who have experience applying this in field-based school counseling practicum and internship settings.

Goals

1. Graduate students will have knowledge of and the ability to apply knowledge to school situations in the following areas: human growth and development; social and cultural foundations; the helping relationship; groups; life and career development; assessment, research and evaluation; professional orientation; and counseling in the school setting.
2. Graduate students will develop skills appropriate to beginning counselors in each of the areas specified in goal one as required by the North Carolina Department of Public Instruction.
3. Graduate students will demonstrate the acquisition of this knowledge and skill as well as an understanding of ethical, legal, and professional practice issues in appropriate school-based practicum and internship experiences.

The school counseling program prepares students to work as counselors in public and private schools. The curriculum contains content compatible with both the guidelines and competencies required for licensure by the North Carolina Department of Public Instruction and other competencies recognized as important for counselors in many settings.

The school program stresses developmental, preventative, and remedial services to students, parents, and staff and places strong emphasis on the acquisition of knowledge and the development of skills and competencies needed to fulfill the diverse roles played by school counselors in a multicultural society. Graduates will be recommended by the Department of Education for G-level licensure in school counseling.

Unlike other graduate programs leading to advanced level licensure, the school counseling program also accepts applicants without teacher licensure. Opportunities will be provided to strengthen students' knowledge of the school setting during the practicum and internship experiences.

Licensure Only: Persons with master's degrees who wish to add licensure in school counseling must make application and be interviewed by program faculty. Transcripts will be evaluated to see if previous course work meets North Carolina Department of Public Instruction Guidance Guidelines and Competencies. Typically, thirty to thirty-five additional hours are required.

The requirements for the role of a school counselor are both personal and intellectual. For this reason, in addition to general Graduate Program entrance requirements, a successful interview with at least two program faculty is an absolute requirement for admission to the program. During this interview the faculty members will assess the academic background and personal qualities and goals of applicants. Applicants will be admitted who meet the personal and academic requirements of the program.

Course Requirements

A. Professional Component (9 semester hours)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 614	Measurement, Assessment, and Evaluation 3 hrs.
EDUC 620	Methods of Research 3 hrs.

B. Subject Component (30 semester hours)

PSYC 621	Crisis Intervention Counseling 3 hrs.
PSYC 640	Advanced Psychology of Human Development 3 hrs.
PSYC 650	Psychoeducational Issues in Counseling 3 hrs.
CEDU 610	Theory and Practice of Counseling 3 hrs.
CEDU 615	The Helping Relationship 3 hrs.
CEDU 618	Counseling Services 3 hrs.
CEDU 625	Group Counseling 3 hrs.
CEDU 640	Consultation 3 hrs.
CEDU 645	Life/Career Planning 3 hrs.
CEDU 650	Legal and Ethical Issues in Counseling 3 hrs.

C. Applied Component (9 semester hours)

CEDU 675	Practicum in School Counseling 3 hrs.
CEDU 695/696	Internship in School Counseling 3/6 hrs.

Master of Arts

Agency Counseling

Purpose

Within a caring and challenging environment, the agency counseling program strives to facilitate the acquisition and application of knowledge and skills which will help prepare graduate students to make appropriate contributions to diverse clients, institutions, and society. To do this, the program emphasizes acquisition and application of knowledge and skills, critical thinking and decision making, as well as examinations of personal values and experiences and their potential influence in a variety of counseling situations. We strive to develop counselors who have a strong theoretical base and who have experiences applying this in field-based counseling practicum and internships.

Goals

1. Graduate students will have knowledge of and the ability to apply knowledge in the following areas: human growth and development; social and cultural foundations; the helping relationship; groups; diagnosis and treatment planning; assessment; research and evaluation; professional criterion; and counseling in a variety of professional agency settings.
2. Graduate students will develop skills appropriate to beginning counselors in each of the areas specified in goal one.
3. Graduate students will demonstrate their understanding of the importance of continuing professional development, an underlying code of ethics, legal considerations, and standards of professional conduct in classes and in appropriate agency-based practicum and internship experiences.

Agency counseling is a professional counseling specialty which involves the application of principles of psychotherapy, human development, learning theory, group dynamics and the assessment of mental illness and dysfunctional behavior. Agency counseling includes the practice of prevention, early intervention, and treatment of mental and emotional disorders in individuals, families, and/or groups and consultation and education for community groups interested in promoting healthy lifestyles within the community.

Criteria for Admission

Recognizing the need to accept students who have the greatest likelihood of success in this role, the following standards will be used for admission to the agency counseling program.

1. Bachelor's degree from an accredited institution of higher education with a minimum 2.7 grade point average.
2. A minimum of 18 hours of psychology or related areas to include introductory, abnormal, personality theory, developmental, learning theory, assessment, and research.
3. Satisfactory test scores on either the Graduate Record Examination or the Miller Analogies Test.
4. Three positive letters of reference.
5. Screening by a minimum of two faculty within the program.

The requirements for the role of an agency counselor are both personal and intellectual. For this reason a successful interview with at least two program faculty is an absolute requirement for admission to the program. During this interview the faculty members will assess the academic background and personal qualities and goals of applicants. Applicants will be admitted who meet the personal and academic requirements of the program.

If there are deficiencies in the applicant's educational background, but the faculty judge the applicant suitable for acceptance, the individual will be allowed one year within which to make up the deficiencies.

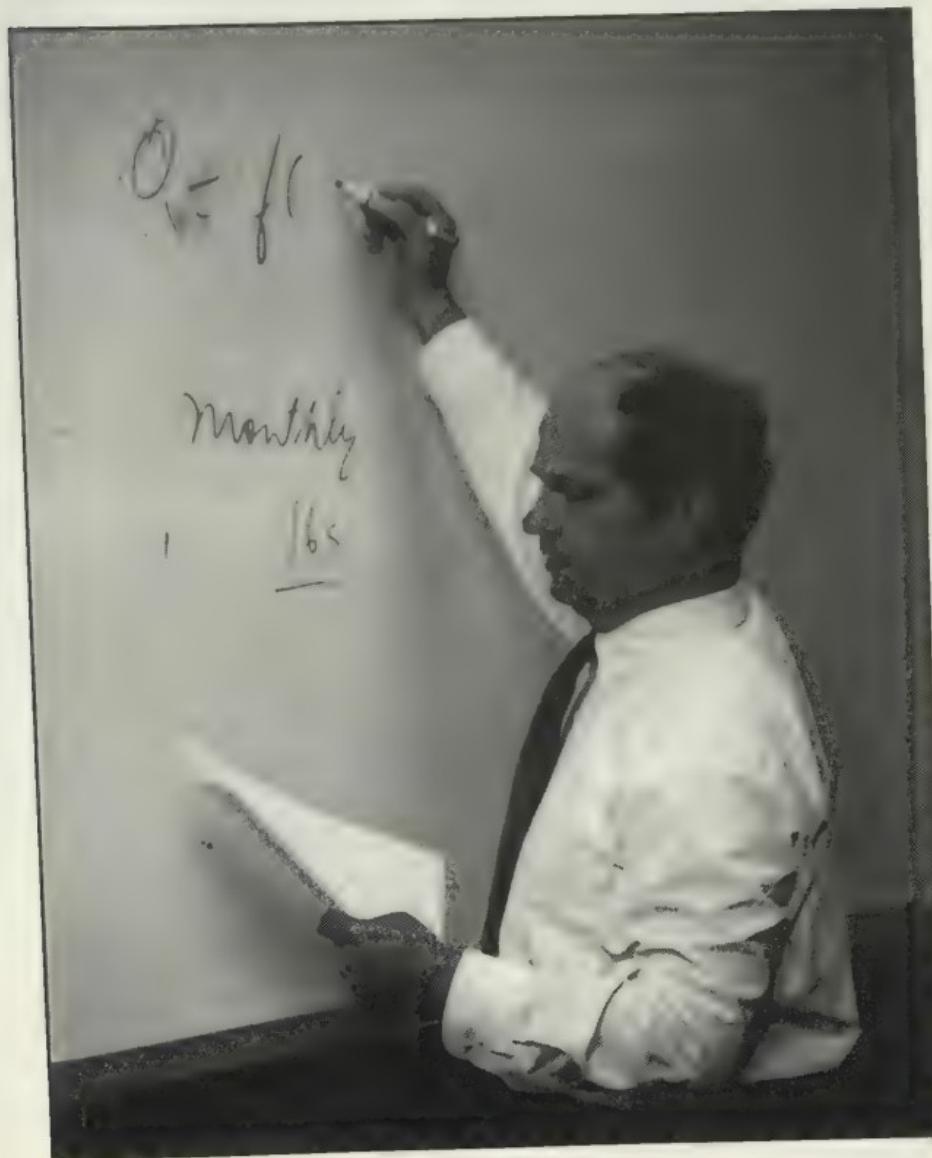
Agency Counseling Degree Requirements:

CEDU 610	Theory and Practice of Counseling 3 hrs.
CEDU 615	The Helping Relationship 3 hrs.
CEDU 625	Group Counseling 3 hrs.
CEDU 640	Consultation 3 hrs.
CEDU 650	Legal and Ethical Issues in Counseling 3 hrs.
EDUC 614	Measurement, Assessment and Evaluation 3 hrs.
EDUC 620	Methods of Research 3 hrs.
PSYC 601	Psychodiagnostics 3 hrs.
PSYC 621	Crisis Intervention Counseling 3 hrs.
PSYC 630	Agency Counseling 3 hrs.
PSYC 640	Advanced Psychology of Human Development 3 hrs.
PSYC 645	Advanced Clinical Methods 3 hrs.
PSYC 650	Psychoeducational Issues in Counseling 3 hrs.
PSYC 675	Practicum in Agency Counseling 3 hours
PSYC 695/696	Internship in Agency Counseling 3/6 hrs.

Master of Business Administration

The Master of Business Administration Program is a 36-semester-hour course of study structured to provide students with a working knowledge of business and the administrative skills needed for successful departmental, divisional, and organizational leadership.

For details concerning this program, consult the MBA catalog or call the MBA Office at 800-457-4MBA (4622) or the Office of Graduate Studies at 704-434-GRAD (4723).





Description of Courses

Counselor Education

- 610. Theory and Practice of Counseling 3 semester hours**
 An introduction to the theoretical bases and approaches to counseling, including psychoanalytical, behavioral, humanistic, and cognitive theories and the process of counseling within these approaches.
- 615. The Helping Relationship 3 semester hours**
 Analysis and development of the basic helping skills including counselor and client characteristics, listening skills, action skills, goal setting, evaluation of outcome, and application of techniques from the humanistic, behavioral, cognitive, family systems, and psychoanalytic systems of psychotherapy for youth and adults.
- 618. Counseling Services 3 semester hours**
 Training in areas of accountability including the development, maintenance, evaluation, and improvement of counseling services as well as the interrelationship of the guidance program and the total school program. Working with staff, parents and community resources is also emphasized.
- 625. Group Counseling 3 semester hours**
 This course is designed to develop understanding of theories, stages, techniques, leadership and member roles in the group process. The course will utilize a combination of didactic, experiential and laboratory approaches to achieve these objectives.
- 640. Consultation 3 semester hours**
 The many roles of the counselor as consultant including models, skills, and processes as well as evaluation of techniques and communication skill development.
- 645. Life/Career Planning 3 semester hours**
 Philosophy, theory, and research in career development and vocational choice processes. Emphasis is placed on the use of a variety of assessment instruments, computer programs, and print resources.
- 650. Legal and Ethical Issues in Counseling 3 semester hours**
 A study of selected basic legal principles necessary for good practice as well as current legal and ethical issues confronting counselors with an emphasis on issues in the contemporary practice of counseling.
- 675. Practicum in School Counseling 3 semester hours**
 A supervised field experience providing interaction and experience working with individuals and groups who seek help from school counselors. This is a minimum 100-clock-hour experience supervised by both an on-site counselor and a university supervisor.
- 695/696. Internship in School Counseling 3/6 semester hours**
 A planned, supervised 300/600-clock-hour counseling experience in a school setting, in which the student will perform all activities expected of a professional.

sional school counselor. The intern will be supervised by both an on-site counselor and a university supervisor.

Education

- 500. Language Arts and Children's Literature 3 semester hours**
 Advanced study in the classroom instruction of language arts and children's literature programs in the early childhood, elementary, and middle school curriculum.
- 555. Special Topics 1-3 semester hours**
 A study of significant issues, trends, theories, and/or practical problems in education. Content varies according to student interest and need.
- 600. Philosophical Foundations of Education 3 semester hours**
 An analysis of the historical, philosophical, and social interaction between the American social structure and the contemporary educational system.
- 610. Curriculum Development 3 semester hours**
 An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.
- 614. Measurement, Assessment, and Evaluation 3 semester hours**
 An in-depth study of the methods and procedures involved in the process of student evaluation with emphasis upon the assessment procedures related to the learning process. Students will be involved in practical application of the technique with school age children and will have the opportunity to work with informal assessment procedures as well as standardized measures and teacher-made evaluation techniques.
- 615. Strategies of Teaching 3 semester hours**
 An examination of a variety of strategies of instruction, including numerous peer teaching experiences.
- 616. Methods of Teaching English 3 semester hours**
 An examination of current research and theory regarding methods of teaching literature and language, with opportunities to develop and present lessons and units of study based on that information.
- 620. Methods of Research 3 semester hours**
 A study of the scientific method, research techniques, and methodology, with emphasis upon statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods.
- 621. Research in English Education 3 semester hours**
 A study of empirical research as applied to English education, including selecting and researching a problem, creating a proposal, carrying out the research methodology in a field-based study, and reporting and discussing the findings in a final report; also, measurement, statistics, testing, and evaluation are studied.
- 625. Diagnostic Procedures in the Teaching of Reading and Content 3 semester hours**
 A diagnostic-prescriptive approach to teaching and learning communication skills including experience in using informal testing, standardized tests, and

criterion-referenced tests. Prerequisite: Reading Foundations (undergraduate or graduate).

655.	Advanced Children's Literature	3 semester hours
	An advanced study of children's literature, emphasizing its use to enhance reading instruction across the curriculum. Such current topics as bibliotherapy, children's poetry, book selection and evaluation are examined.	
658.	Foundations of Writing Instruction	3 semester hours
	An exploration of the relationship between reading and writing including classroom application of literature on writing instruction and on teaching through writing, K-6.	
675.	Internship in Teaching	6 semester hours
	Full-time supervised teaching in the public school required.	
685.	Seminar in Elementary Education	3 semester hours
	A seminar for discussion and examination of current issues in elementary education.	

English

649.	American Literature: Selected Masterpieces	3 semester hours
	Focuses on selected authors in American Literature who have contributed to distinctive developments in literary form, theme, and style.	
651.	British Literature: Selected Masterpieces	3 semester hours
	Focuses on selected authors in British literature who have contributed to distinctive developments in literary form, theme, and style.	
653.	Contemporary Trends in Literature	3 semester hours
	Focuses on contemporary development of the creative genres, with primary emphasis on fiction. Particular emphasis on works by women, blacks, native Americans, and other minority groups whose contributions to literature have been recognized only in the relatively recent past.	
655.	Adolescent Literature	3 semester hours
	An advanced study of adolescent literature, emphasizing the use of reading skills. Both classical and contemporary adolescent literature are included. Such topics as bibliotherapy, censorship, book selection and evaluation are examined.	
659.	The Teaching of Writing	3 semester hours
	Theories of and practice in the teaching of writing.	
661.	The Reading/Writing Connection	3 semester hours
	Study of theoretical bases and practical techniques for teaching reading and writing in an integrated manner. Focuses on reading and writing as processes.	
671.	Literary Theory	3 semester hours
	A survey of theories of literature and criticism with particular attention to recent theories and application to reading and teaching. Includes coverage of historical development of theory.	

691.	Seminar in American Literature Topics in American Literature.	3 semester hours
692.	Seminar in British Literature Topics in British Literature.	3 semester hours
693.	Literature: A World Perspective Focuses on literature other than the traditional British and American canon as expressions of diverse cultures.	3 semester hours

Health

500.	Comprehensive Health Education A study of the development process of a comprehensive health education program.	3 semester hours
501.	Drug/Alcohol Education Advanced study of drug and alcohol use. Sociological, psychological, emotional, familial, educational and safety considerations are emphasized.	3 semester hours
502.	Sexuality/Sex Education Advanced study of human sexuality with an emphasis upon the physiological, psychological, sociological and emotional aspects of sexuality as they relate to adolescent and personal development and decision making. Societal and personal concerns as well as effective decision making related to AIDS and STDs are emphasized.	3 semester hours
531.	Problems in Health Education An intensive study of basic issues and the related literature in the health education field.	3 semester hours
600.	The School Health Program Advanced study of the total school health program. The course will focus on the school health program as it relates to the school child.	3 semester hours
604.	Teaching Strategies in Health Education An in-depth study of the development and utilization of innovative teaching strategies used in health education.	3 semester hours
605.	Practicum in Health Education Visitations and on-the-job training with administrators in health education. A study of various problems and patterns which occur in schools as they relate to a K-12 health education program.	3 semester hours
607.	Supervision of Health Education A study of the basic issues involved in supervision in health education. Particular attention will be paid to organization and administration problems in supervision.	3 semester hours
608.	The School Health Coordinator A study of the role and function of a school health coordinator in a comprehensive health education program.	3 semester hours

History

- 601. North Carolina History 3 semester hours**
 A chronological study of the history of North Carolina from its colonial beginnings to the present. Emphasis given to the historical, geographical, social, and racial aspects of the state's history, as well as the national and sectional dimensions of the state's experience.

Physical Education

- 500. Current Trends in Elementary Physical Education 3 semester hours**
 A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.
- 501. Foundations of Physical Education 3 semester hours**
 An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education.
- 531. Problems in Physical Education 3 semester hours**
 An intensive study of basic issues and the related literature in the physical education field.
- 600. Physical Education for Special Populations 3 semester hours**
 A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.
- 601. Psychology and Sociology of Sports 3 semester hours**
 An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application.
- 602. Research in Physical Education 3 semester hours**
 A study and practice of research techniques and analytical processes which are designed to familiarize the student with a variety of resource materials as well as a research experience.
- 603. Scientific Principles of Physical Education 3 semester hours**
 A study of the most recent developments in the field of exercise physiology is the major focus of the class, but fundamental concepts in the related fields of biomechanics and motor learning are also discussed.
- 604. Teaching Strategies in Physical Education 3 semester hours**
 An in-depth study of the development and utilization of innovative teaching strategies in physical education.
- 605. Practicum in Physical Education 3 semester hours**
 Visitations and on-the-job training with administrators in physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 physical education program.

- 606. Seminar—Future Directions in Physical Education** **3 semester hours**
 A conclusive seminar for the examination of future directions and trends in physical education.
- 607. Supervision of Physical Education** **3 semester hours**
 A study of the basic issues involved in supervision in physical education. Particular attention will be given to organization and administration problems in supervision.

Psychology

- 600. Advanced Educational Psychology** **3 semester hours**
 Designed for in-service teachers, this course is an in-depth analysis of psychological foundations of education with emphasis given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.
- 601. Psychodiagnostics** **3 semester hours**
 A survey of the major diagnostic groups included in the Diagnostic and Statistical Manual currently published by APA. Ability to diagnose all types of clients using diagnostic tools required.
- 621. Crisis Intervention Counseling** **3 semester hours**
 Didactic and experiential training in crisis intervention counseling with attention to all major types of crises. Developmental, cultural, racial, and gender issues explored.
- 630. Agency Counseling** **3 semester hours**
 An introduction to the practice of mental health counseling with an emphasis on the mental health needs of children, youth, and adults, substance abusers, and mentally handicapped clients. Included will be a survey of prevention, outpatient, day treatment, emergency, and consultation services.
- 640. Advanced Psychology of Human Development** **3 semester hours**
 This course is an in-depth look at the theories and methods of developmental research. Major topics include current research on genetic and environmental influences on behavior, typical counseling issues at different developmental levels, cultural differences, cognitive development, language, intelligence, gender, and aggression.
- 645. Advanced Clinical Methods** **3 semester hours**
 A course designed to train the student in advanced clinical care techniques. Emphasis will be on family systems therapy and cognitive behavior therapy.
- 650. Psychoeducational Issues in Counseling** **3 semester hours**
 Focus on issues of educational psychology; educational and psychological testing; substance abuse; and human sexuality.
- 675. Practicum in Agency Counseling** **3 semester hours**
 A supervised field experience providing interaction and experience working with individuals and groups who seek help from agency counselors. This is

a minimum 100-clock-hour experience supervised by both on-site counselor and a university supervisor.

- 695/696. Internship in Agency Counseling 3/6 semester hours**
 A planned, supervised 300/600-clock-hour counseling experience in an agency setting, in which the student will perform all activities expected of a professional agency counselor. The intern will be supervised by both an on-site counselor and a university supervisor.
- 699. Special Topics 3 semester hours**
 A study of significant issues, trends, theories, and/or problems in counseling. Content varies according to student interest and need.

School Administration

- 618. Educational Leadership 3 semester hours**
 Introduction to a theoretical foundation of organizational behavior. Exposure to systems theory, motivation, leadership styles, organizations, change and conflict, and decision making.
- 640. Introduction to Educational Administration 3 semester hours**
 An examination of the aspects of educational administration, with a look at the federal, state, and local role from the legal, financial, and controlling aspects.
- 650. School Law 3 semester hours**
 An examination of the legal aspects of school and school systems operations. Special emphasis given to case law, discipline, personnel, and policies and procedures.
- 655. School Finance and Budgeting 3 semester hours**
 A study of the theory and operations of school financial systems. Special emphasis will be given to local, state, and national revenue sources, and the budgeting methods and processes used at the central and school levels.
- 660. The Principalship 3 semester hours**
 An overview of the responsibilities associated with the position with emphasis on the conceptual, technical, and human aspects. Numerous practical activities.
- 665. Supervision of Instruction 3 semester hours**
 An examination of the role of the principal relative to the instructional program, staff development, and curriculum evaluation with emphasis upon a clinical and developmental approach to supervision.
- 695. Internship and Seminar 3 semester hours**
 A culmination of the study of the principalship. Involvement with a diverse set of activities appropriate to individual goals under the direction of university and site-based personnel.

Social Studies Education

- 500. Social Studies for Elementary Education 3 semester hours**
Social studies methodologies and content for early childhood and intermediate teachers.
- 608. Readings in Social Studies Education 3 semester hours**
Directed readings involving an extensive survey of the most recent literature in the field of social studies education.



Directory and Appendices

Officers of the Corporation

Hobart C. Smith, L.H.D., Chairman
Lloyd C. Bost, L.H.D., Vice Chairman
H. Gene Washburn, M.D., Secretary
W. David Ellis, Treasurer of the Corporation
M. Christopher White, Ph.D., President
Joe Mauney, J.D., Attorney
A. Frank Bonner, Ph.D., Assistant Secretary
Donnie O. Clary, Assistant Treasurer

Board of Trustees

Terms Expiring December 31, 1994

Ralph L. Bentley, M.D., Statesville, N.C.
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Bettie S. Morris, Rutherfordton, N.C.
Bernard H. Parker, Raleigh, N.C.
Richard E. Plyler, Kings Mountain, N.C.
Thomas Max Robbins, Mooresboro, N.C.
Ralph Spangler, Lawndale, N.C.

Terms Expiring December 31, 1995

Hoyt Q. Bailey, Shelby, N.C.
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Wyndolyn R. Hollifield, Winston-Salem, N.C.
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Charles D. Page, D.Min., Charlotte, N.C.
Herbert W. Price, Gastonia, N.C.
Dorothy S. Seagraves, Charlotte, N.C.
Hobart C. Smith, L.H.D., Charlotte, N.C.

Terms Expiring December 31, 1996

John L. Bethea, Charlotte, N.C.
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Clifford E. Hamrick, Boiling Springs, N.C.
John H. Hendrick, Shelby, N.C.
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William J. Williams, Shelby, N.C.

Terms Expiring December 31, 1997

Ruby Moss Alexander, Kings Mountain, N.C.
Ellen B. Beam, Fallston, N.C.
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Carl M. Spangler, Shelby, N.C.
Helen M. Stinson M.D., Greensboro, N.C.

Trustee Emeritus

W. Wyan Washburn, M.D., L.H.D., Boiling Springs, N.C.

Ex-Officio

Leland A. Kerr, Kings Mountain Baptist Association, Shelby, N.C.
David Koch, Charlotte, N.C.
Harrison Dean, Winston-Salem, N.C.

Graduate Faculty, 1994-96

M. Christopher White, 1986*, Professor of Religion; President of the University
A.B., Mercer University; M.Div., The Southern Baptist Theological
Seminary; Ph.D., Emory University

*Year of appointment

- A. Frank Bonner, 1987, Professor of English; Vice President for Academic and Student Affairs
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill
- Gilmer W. Blackburn, 1968, Professor of History; Associate Vice President and Dean of Academic Affairs
A.A., Gardner-Webb University; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill
- Darlene J. Gravett, 1989, Professor of English; Dean of Graduate Studies
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi
- Doris V. Banner, 1992, Professor of Education
A.A., Gardner-Webb University; B.S., M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Kevin S. Binfield, 1993, Assistant Professor of English
B.A., Nebraska Wesleyan University; M.A., Ph.D., University of Nebraska-Lincoln
- Robert R. Blackburn, 1958-62; 1969, Professor of Health Education and Physical Education
A.A., Gardner-Webb University; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers
- I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University; Additional study, George Washington University
- Joyce C. Brown, 1966, Professor of English; Chair, Department of English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Sue C. Camp, 1976, Professor of Business Administration
B.S., Gardner-Webb University; M.A.T., Winthrop University; Ed.D., University of Tennessee at Knoxville
- Benjamin B. Carson, 1991, Professor of Education; Chair, Department of Education
A.B., Catawba College; M.A., Furman University; Ed.D., University of Georgia
- Gary L. Chandler, 1987, Associate Professor of Health Education and Physical Education
B.A., M.Ed., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Roger G. Gaddis, 1974, Professor of Psychology; Chair, Department of Psychology
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina

- F. Keith Griggs, 1965, Associate Professor of Business Administration and Management Information Systems; Director, MBA Program; Chair, Broyhill School of Management
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina at Charlotte; Ed.S., Western Carolina University; Ed.D., Virginia Polytechnic Institute and State University
- Delores M. Hunt, 1978-80; 1982, Professor of Health Education and Physical Education; Chair, Department of Health Education and Physical Education
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Soon-Jae Lee, 1992, Assistant Professor of Business Administration
B.A., Sogang University, Korea; M.B.A., University of Texas at Arlington; Ph.D., The Ohio State University
- Anthony I. Negbenebor, 1989, Associate Professor of Economics
B.S., M.S., Ph.D., Mississippi State University
- Ruth R. Pace, 1992, Associate Professor of Education
A.A., Lees-McRae College; B.S., Appalachian State University; M.A., Ed.S., Appalachian State University; Ed.D., University of Georgia
- Patricia W. Partin, 1988, Professor of Psychology and Education; Coordinator of Counseling Programs
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University
- Gayle B. Price, Associate Professor of English
B.A., M.Ed., Clemson University; Ed.D., Auburn University
- G. Clinton Prim, Jr., 1989, Assistant Professor of History
B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., Florida State University
- James K. Taylor, 1964, Professor of English
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania
- Jeffrey L. Tubbs, 1982, Professor of Health Education and Physical Education
B.A., Bryan College; M.S., D.A., Middle Tennessee State University
- Bonnie M. Wright, 1985-92; 1993; Associate Professor of Psychology
B.S., North Georgia College; M.S., Ph.D., University of Georgia

Adjunct Faculty

- Charles H. Brown, Jr., Psychology
B.A., Davidson College; M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Frieda F. Brown, Psychology
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville
- Jerry M. Campbell, Education
B.S., Florence State University; M.A., University of Alabama; Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill

Martha M. Jones, Education

B.A., Wake Forest University; M.Ed., East Carolina University; Ed.D., University of Tennessee

Phyllis R. Tallent, Education

B.S., M.A., Ed.S., Appalachian State University; Ed.D., East Tennessee State University

D. Stuart Thompson, Education

B.A., Duke University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

William H. Varley, Psychology

B.A., Seton Hall University; M.S., Ph.D., University of Wisconsin at Madison

Administrative Officers and Staff

M. Christopher White, A.B., M.Div., Ph.D., President

Kathryn C. Eeds, Administrative Assistant to the President

Donald W. Durham, B.A., M.Div., Assistant to the President

Academic and Student Affairs

A. Frank Bonner, B.A., M.A., Ph.D., Vice President for Academic and Student Affairs

Mildred B. Poston, A.A., Administrative Assistant to the Vice President for Academic and Student Affairs

Academic Affairs

Gilmer W. Blackburn, A.A., B.A., M.A., Ph.D., Associate Vice President and Dean of Academic Affairs

Mildred B. Poston, A.A., Administrative Assistant to the Dean of Academic Affairs

Graduate Studies

Darlene J. Gravett, B.A., M.Ed., Ph.D., Dean of Graduate Studies

Joyce G. Mull, A.A., B.S., Administrative Assistant

Joyce U. Guyette, B.A., M.A., Secretary / Clerk

Academic Advising

Melvin R. Lutz, Jr., A.A., B.A., M.A., Dean of Academic Advising and Registration

Ruth G. Kennedy, B.A., Secretary of Academic Advising

Registrar

Stephen E. Sain, B.A., M.A., Registrar

Lou Ann P. Scates, B.A., Associate Registrar

Joyce Crumpton, B.S., Transcript Evaluation Officer

Nancy B. Fisher, Secretary to the Registrar

Library

Valerie M. Parry, B.A., M.S.L.S., Director of the Library

Frederick W. Guyette, B.A., M.A., M.L.S., Reference Librarian; School of Divinity Librarian

Hye-Kyung Lee, B.A., M.L.S., Catalog Librarian

Carolyn B. Hunt, Executive Assistant to the Library Director

Penelope E. Couch, B.S., CPS, Acquisitions Assistant

Cathy Dotson, B.S., Reference Assisitant

Thomas E. Rabon, Jr., B.A., Day Circulation Supervisor

J. Harrison Williams, B.A., M.A., Technical Seryices Supervisor

Ola Maye Crow, Periodicals Assistant

Margaret W. Christopher, Media Assistant

Bruce B. Wilson, Night Circulation Assistant

Departmental Secretaries

Barbara B. Merritt, Department of Education

Joetta M. Eastman, Department of Health Education and Physical Education

Joyce Summers, B.S.,Business Programs

Student Development

E. Jerome Scott, A.A., B.S., M.A., Associate Vice President and Dean of Student Affairs

Vickie S. Webb, A.A.S., Administrative Assistant to the Associate Vice President and Dean of Student Affairs

Jean McSwain Cabaniss, B.A., M.A., Director of International Student Programs

Benjamin F. Davis, B.A., M.Div., Director of Counseling

Hope Q. Toney, B.A., Coordinator of Career Services and Placement

M. Burdette Robinson, B.A., M.Div., Campus Minister and Director of Campus Ministries

Safety and Security

David L. Helton, B.S., Director of Safety and Security

Business and Financial Affairs

Donnie O. Clary, B.S., Vice President for Business and Finance

Regina R. Ruppe, Administrative Assistant to the Vice President for Business and Finance

Business Affairs

Mike W. Hardin, B.S., Assistant Vice President for Business and Finance

Linda Smith, A.A.S., Personnel Manager

Business Office

Roberta C. Parris, B.S., Comptroller

Shirley B. Pyron, Business Office Manager

Financial Planning

Rex R. Rhyne, B.A., Director of Financial Planning

Beth P. Lindemann, B.A., Associate Director of Financial Planning

Lynn B. Thomas, B.S., Financial Planning Counselor

Campus Shop

Angela G. Farley, B.S., Campus Shop Manager

Carmen M. Butler, Assistant Campus Shop Manager

University Relations

Ralph W. Dixon, Jr., B.S., Vice President for University Relations

Glenda S. Crotts, Administrative Assistant, University Relations

Edwin C. Holbrook, A.B., M.A., Assistant to the Vice President for University Relations

Development

Uriel Laban Patterson III, A.S., B.A., Director of Annual Fund

W. Bruce Rabon, B.A., M.Div., Director of Church Relations

Mickey B. Sharpe, B.S., Director of Alumni Relations

Harvey B. Hamrick, Jr., A.A.S., B.S., Director of Foundation Relations

John O. Brock, B.A., Director of the Broyhill Academy for the Study of
Independent Concepts

Public Relations and Publications

Wilson W. Brooks, B.S., Director of Public Relations and Graphic
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COMMUNICATIONS WITH GARDNER-WEBB UNIVERSITY

This catalog contains pertinent information about Gardner-Webb University, its philosophy, policies, regulations and course offerings. All students and prospective students are urged to read it carefully.

Correspondence relating to official business should be addressed as follows:

President

General information

Associate Vice President and Dean of Academic Affairs

Academic program

Academic work of students in the university

Faculty positions

Department of Education

Graduate advising

Certification, graduate or undergraduate

Evaluation of course work for entrance

Departments of English, Physical Education and Psychology

Graduate advising

Evaluation of course work for entrance

Dean of Graduate Studies

Graduate Program admissions

Graduate Program curriculum and policies

Associate Vice President and Dean of Student Development

Housing

Student affairs

Vice President for Business and Finance

Payment of student accounts

Inquiries concerning expenses

Vice President for University Relations

Public relations

Contributions, gifts or bequests

Estate planning

Director of Placement

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Registrar

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Evaluation of transfer credits

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Director of Alumni Relations

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